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ABSTRACT

A feedback system for reporting individual pupil variables; classroom, school, and districtwide summaries was designed. The system utilized optically scanned forms which produced input files for report production. The system was designed so that the numbers and types of variables were fixed, but that the content of the variables was completely flexible to meet widely varying needs from district to district. Content labels facilitated interpretation of variables for different grade levels and districts. The system was able to provide a five-working-day turnaround from the day the forms were received by the central office. (Author)

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SEP 13 1974

Systems Design and Programming for a Flexible, Multi-purpose Feedback System

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Session 20.22

EA 006 304

ABSTRACT

A "feedback" system for reporting individual pupil variables, classroom, school and district wide summaries was designed. The system utilized optically scanned forms which produced input files for report production. The system was designed so that the numbers and types of variables were fixed but that the content of the variables was completely flexible to meet widely varying needs from district to district. Content lables facilitated interpretation of variables for different grade levels and districts. The system was able to provide five working day turnaround from the day the forms were received by the central office.

Introduction

Our feedback system needed to keep the customer satisfied in three dimensions-not necessarily orthogonal. The first dimension was level of management. The second was the variety of variables to be reported, and the third was Individual District requirements, the School District of Philadelphia being divided into eight sub-districts each having its own requirements. Although the system needed to accommodate any content it was developed in cooperation with the district reading teams.

Market Survey

Our first step was to contact the various levels of managers and survey them as to their data needs for decision making. A conference was held with each District reading team and the systems design staff. The District reading team was able to express the managerial needs for the District Superintendant, supervisors of reading, reading teachers and classroom teachers. Of course, each District felt their particular decisions and the variables needed for them were the most important and must be included in the reports. So, a compromise had to be worked out to provide a mix of reported variables that would include most of the needs expressed. A major consideration in the compromise was the fact that the responsibility for collection of the data lay with the classroom teacher, therefore the reports would need to reflect and regard her efforts in order to make the system viable.

Central office curriculum staff were also interviewed and their needs were input into the compromise.

What did we squeeze out of the Compromise?

Several other constraints were also considered. For, instance, with how many pages of output could a customer cope in reviewing the report he received. It was decided that two pages could contain enough information for a decision maker at the classroom level to have meaningful feedback for each student and to summarize the classroom information too. Thus, each classroom teacher report consisted of two pages for each reading program, one page was a one-line per pupil report and the second a classroom summary.

Principals would receive duplicates of the classroom reports plus summary pages for each program within a grade for his school.

Another constraint was time. We felt that turnaround over one week would begin to age the report information to where it might be useless for decision making especially at the classroom level. So, the data reduction, file manipulation, and report generation had to be efficient enough to work into the existing computer operations schedule.

These compromises and constraints led to the final parameters of the report system.

Variables Manipulated:	Summary Statistics
Eleven nominal variables	Frequencies, Percentages
Two ordinal variables	Frequencies, Percentages, Medians
Eight interval variables	N, Mean, SD

The nominal variables (Yes-No) were used to report services received by the pupil or to indicate certain program conditions. The two ordinal variables reported the Individual Reading Inventory level and the reading program book level. The eight interval variables covered test scores and absenteeism expressed as an interval variable. Each variable was reported for two points in time so that gains and differences could be examined, however, the content of the variables could pertain to any desired.

To accomodate the fact that each of the eight districts and the more than 36 reading programs over 13 grade levels (K to 12) would require that the reported variables be different, a system of header and line labels was worked out so that each district could specify its own report headers and variable labels for each grade level. Further, the computer program was dimensioned to accomodate up to six different reading programs in any one grade.

Each district also custom designed its own data collection form. These were OpScan forms on the first year and are now NCS forms. In either case the various district forms when scanned produced a data record having a common format. In this way the computer program always saw the same input variables regardless of a specific district's content.

Did we keep the customers satisfied?

Well, we hope so, we supplied flexibility across diverse district needs by allowing data collection forms, and report labels and headings to be customized grade by grade and district by district. Thus, even though all the customers were restricted to using the same set of types of variables they were able to plug in their own particular information. We supplied the needs of various management levels by generating reports and summaries meaningful to their particular decision making processes, and we developed a system which could be executed with the existing computer hardware, software and work schedule.

Examples

Figures 1,2, and 3 show Classroom Pupil Report, Classroom Summary Report, and School-Grade Summary Report for the "MULTI-LEVEL WITH OPER. RSC" reading program. Figure 1 contains a line for each pupil showing his or her entries for various variables. A glossary of labels is on the bottom of the form. Figure 2 shows a summary for the same classroom. Figure 1 and 2 constituted the classroom teacher's report.

Figure 3 shows the principal's report for the same reading program summarized over all rooms in his or her school.

District Summary. Figure 4 shows a District Summary for a reading program in grade eight. The top three lines identify the Reading Program (Multi-level), All schools in the district, the eighth grade, All rooms with a pupil total of 4449. The report covers three time points (CKPT-1, CKPT-2, CKPT-3.) One of the two ordinal variables is reported at the top section of the page. The number, percent, and median are reported for Reading Program Book Level for one pupil. The asteriks indicated the median. The levels range from "PP1 ORA" in the first column to "27" in the second column. Three data summaries are presented in the center section of the page. The left most displays numbers and percents of the total pupils on each of the eleven nominal indicators. Next to the right is the Absence summary showing the numbers, total percent, and medians for two check points. On the right center is the second ordinal variable display showing number, percents, and medians for only pupils having this information. Note that the median moved from "BOOK5" in CKPT-1 to "BOOK6" in CKPT-3, 2432 pupils were reported at CKPT-1 while only 1968 were reported at CKPT-3.

At the bottom of the page are displayed means, standard deviations, and total pupils reported for six interval variables at two CKPT'S and the differences. Note that while 1815 and 1840 pupils were reported for the "ALPHABETMASTER UC" PRE and POST, means respectively, only 1144 were reported in the difference mean. This difference, calculated by the computer program is not the same as 55 minus 44 as it was calculated from only the pupils having both PRE and POST scores. The other four variables were unlabled. All values were rounded to the nearest integer and not reported if less than one.

The remaining display in the lower right corner contains something labeled IOWA Reading means, standard deviations for 1970 and 1971, but appears to be two variables expressed on different scales. There is also a district identification masthead in the lower right corner.

Data Collection Form. District Seven designed a two sided NCS form. The green side was for use in grades one through six while the red side was for use in grades seven through twelve. A separate NCS scanning program was written for each side of the form. Header targets were used so that it was not necessary to enter group information on each pupil's form. The form was continuous, that is, the form could be pre-printed with individual pupil identification in the masthead areas. This printing included "slugging" targets for the pupil ID number, school, and grade codes.

System Flow. Figures 6 through 10 show the system flow charts for processing data through the system. Pre-printing (Figure 6) and distributing forms required one to two weeks. Data collection (marking forms) was done by teachers and/or aides. Headers were added and district staff edited the forms before processing on the NCS scanner. Scanning forms, sorting of files, and production of reports could be completed in five working days, so that reports could be returned in one week after the forms were received by the central office.

RL-CING PROGRAM MULTI-LEVEL WITH OPER. RSC SCHOOL DISTRICT OF PHILADELPHIA SCHOOL [redacted]

READING PROGRESS REPORT GRADE 02

INDIVIDUAL REPORT ROOM [redacted]

REVISED REPORT- FEB. 14, 1972 DISTRICT TWO PAGE 1

Figure 1

PUPIL NAME	MOB CSD	-IRI- 1	2	SULLIVAN BOOK PLACEMENT 1 BK	2 BK	3 + BK	BC	END OF BOOK TEST	BOTEL LEVEL A	BOTEL LEVEL B	BOTEL LEVEL T							NUM ABS	CAT READING TEST 1	2	CVT
	***	06	06				0			17	63	0	0	0	0	0	0	0			
	***	06	06				0			17	63	0	0	0	0	0	0	0			
		07	07				0		45	16	62	0	0	0	0	17	0	0			555
		06	07				0		02	44	02	48	0	0	0	0	4	0	0			555
		06	07				0			33	05	51	0	0	0	0	18	0	0			444
		05	06				0			41	00	36	0	0	0	0	-4	0	0			455
		06	07				0			42	14	60	0	0	0	0	18	0	0			555
		06	07				0			45	19	50	0	0	0	0	5	0	0			545
		06	07				0			04	04	04	0	0	0	0	0	0	1			444
		06	07				0			42	16	62	0	0	0	0	20	0	0			455
		05	06				0			44	12	58	0	0	0	0	14	0	0			455
		05	06				0			40	12	56	0	0	0	0	16	0	0			445
		06	07				0			43	08	54	0	0	0	0	11	0	0			545
		06	07				0			43	08	46	0	0	0	0	3	0	0			444
		06	07				0			37	17	62	0	0	0	0	25	0	0			555
		06	07				0		10	46	15	61	0	5	0	0	15	0	1			555
		06	07				0			56	13	56	0	0	0	0	0	0	0			511
		06	07				0			45	12	58	0	0	0	0	13	0	2			455
		05	06				0		04	40	04	50	0	0	0	0	10	0	2			444
		05	06				0			04	40	07	49	0	0	0	0	9	0	1			455
		06	07				0			45	10	55	0	0	0	0	10	0	0			555
	**	08	08				0				12	17	63	0	0	0	0	0	0	0			
		06	07				0			45	01	15	61	0	0	0	0	16	0	0			555
		04	05				0		06	40	06	30	0	0	0	0	-9	0	0			444
		05	06				0			28	06	45	0	0	0	0	17	0	2			444
		05	06				0			46	13	05	59	0	0	0	0	13	0	0			555
		06	07				0			46	16	62	0	0	0	0	16	0	1			555
		06	07				0		10	41	15	59	0	5	0	0	18	0	0			555
		06	07				0		00	45	07	53	0	0	0	0	8	0	2			555

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NOB IS MOBILITY
*C IS NEW TO CLASS
*S IS NEW TO SCHOOL
*D IS NEW TO DISTRICT

BK IS BOOK
BC IS BOOKS COMPLETED

CAL. READING TEST
*V IS VOCABULARY
*C IS COMPREHENSION
*T IS TOTAL

PRE-SCHOOL
*H IS HEAD START *K IS KINDERGARTEN
*G IS GET SET *C IS CHILD CARE CTR.
*F IS FOLLOW THRU *O IS OTHER
*P IS PRIVATE NURSERY

READING PROGRAM MULTI-LEVEL WITH OPER. RSC SCHOOL DISTRICT OF PHILADELPHIA
READING PROGRESS REPORT
SUMMARY REPORT

SCHOOL [redacted]
GRADE 02
ROOM [redacted]

Figure 2.

BK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN	CKPT-3 NO	CKPT-3 PCT	CKPT-3 MDN
A									
B									
READING PROGRAM BOOK LEVELS 1									
2									
3									
4									
5									
6									
7									
8									
9									
TOTAL	29		****	29		****	29		****

BK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN	CKPT-3 NO	CKPT-3 PCT	CKPT-3 MDN
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
READING PROGRAM BOOK LEVELS 20									
21									

BOOKS COMPL
NUMBER
MEAN
S.D.

MOBILITY	NO	PCT
NEW TO CLASS	3	10
NEW TO SCHOOL	3	10
NEW TO DISTRICT	2	6

ABSENCE-1-	NO	PCT	MDN
0 IS 0-5 DAYS	21	72	****
1 IS 5.5-10 DAYS	4	13	
2 IS 10.5-15 DAYS	4	13	
3 IS 15.5-20 DAYS			
4 IS 20.5-25 DAYS			
5 IS 25.5-30 DAYS			
6 IS 30.5-35 DAYS			
7 IS 35.5-40 DAYS			
8 IS 40.5-45 DAYS			
9 IS OVER 45 DAYS			****

INFORMAL READING INVENTORY

BOOK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN
01 IS READINESS						
02 IS PREPRIMER						
03 IS PRIMER						
04 IS BOOK 1	1	3				
05 IS BOOK 2-1	7	24		1	3	
06 IS BOOK 2-2	19	65	****	9	31	
07 IS BOOK 3-1	1	3		18	62	****
08 IS BOOK 3-2	1	3		1	3	
09 IS BOOK 4						
10 IS BOOK 5						
11 IS BOOK 6						
12 IS BOOK 7						
13 IS BOOK 8						
14 IS BOOK 9						
15 IS OTHER						
TOTAL PUPILS	29			29		

		BOTEL B		BOTEL A		XXXX
CHECKPOINT-1	MEAN	5	4	41		503
	S.D.	4		9		52
	NUMBER	6	1	26		26
CHECKPOINT-2	MEAN	7 11	5	53		
	S.D.	6 5		12		
	NUMBER	2 29	1	29		
CHANGE	MEAN	2		11		
	S.D.	2		8		
	NUMBER	5		26		

* THE SCHOOL DISTRICT OF PHILADELPHIA
* OFFICE OF RESEARCH AND EVALUATION
* FIELD OPERATIONS RESEARCH
* DISTRICT TWO READING PROGRAM REPORT
* JOHN A. FRANGIPANI PHILIP D. PITIS
* DISTRICT SUPERINTENDENT READING MANAGER
* JAMES E. SCHEIB JAMES P. COMERFORD
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READING PROGRAM MULTI-LEVEL WITH OPER. RSC SCHOOL DISTRICT OF PHILADELPHIA SCHOOL [redacted]
READING PROGRESS REPORT GRADE 02
SUMMARY REPORT ROOM ALL

FIGURE 3

BK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN	CKPT-3 NO	CKPT-3 PCT	CKPT-3 MDN
3									
8									
READING PROGRAM BOOK LEVELS 1									
2									
3									
4									
5									
6									
7									
8									
9									
TOTAL	47		****	47		****	47		****

BK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN	CKPT-3 NO	CKPT-3 PCT	CKPT-3 MDN
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
READING PROGRAM BOOK LEVELS 20									
21									

BOOKS COMPL
NUMBER
MEAN
S.D.

	MOBILITY NO	MOBILITY PCT
NEW TO CLASS	3	6
NEW TO SCHOOL	3	6
NEW TO DISTRICT	2	4

	ABSENCE-1- NO	ABSENCE-1- PCT	MDN
0 IS 0-5 DAYS	34	72	****
1 IS 5.5-10 DAYS	8	17	
2 IS 10.5-15 DAYS	4	8	
3 IS 15.5-20 DAYS			
4 IS 20.5-25 DAYS			
5 IS 25.5-30 DAYS			
6 IS 30.5-35 DAYS			
7 IS 35.5-40 DAYS			
8 IS 40.5-45 DAYS			
9 IS OVER 45 DAYS			****

INFORMAL READING INVENTORY

BOOK	CKPT-1 NO	CKPT-1 PCT	CKPT-1 MDN	CKPT-2 NO	CKPT-2 PCT	CKPT-2 MDN
01 IS READINESS						
02 IS PREPRIMER						
03 IS PRIMER	5	10		5	10	
04 IS BOOK 1	13	27		13	27	
05 IS BOOK 2-1	7	14	****	1	2	
06 IS BOOK 2-2	19	40		9	19	****
07 IS BOOK 3-1	1	2		18	38	
08 IS BOOK 3-2	1	2		1	2	
09 IS BOOK 4						
10 IS BOOK 5						
11 IS BOOK 6						
12 IS BOOK 7						
13 IS BOOK 8						
14 IS BOOK 9						
15 IS OTHER						
TOTAL PUPILS	47			47		

		BOTEL B		BOTEL A	
CHECKPOINT-1	MEAN	11	5	4	33
	S.D.		4		13
	NUMBER	2	6	1	44
CHECKPOINT-2	MEAN	7	8	5	48
	S.D.	6	6		14
	NUMBER	2	47	2	47
CHANGE	MEAN		2		14
	S.D.		2		11
	NUMBER		5		43

XXXX
452
122
43

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* OFFICE OF RESEARCH AND EVALUATION
* FIELD OPERATIONS RESEARCH
* DISTRICT TWO READING PROGRAM REPORT
* JOHN A. FRANGIPANI PHILIP D. PITIS
* DISTRICT SUPERINTENDENT READING MANAGER
* JAMES E. SCHEIB JAMES P. CUNNIFORD
*DIST. RESEARCH ASSOC. DE6 8100 RES. ASSIST.

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Figure 4

READING PROGRAM MULTI LEVEL — SCHOOL DISTRICT OF PHILADELPHIA — READING PROGRESS REPORT — SUMMARY REPORT — SCHOOL ALL — GRADE 00 — ROOM ALL — PUPIL TOTAL 4449 — PAGE 2

	BK	CKPT-1 NO	PCT	MDN	CKPT-2 NO	PCT	MDN	CKPT-3 NO	PCT	MDN*
PP1 OR A										
PP2 OR B										
C										
D										
READING	1									
	2									
PROGRAM	3									
	4									
BOOK	5									
	6									
LEVEL	7									
	8									
	9									
	10									
	11							1	100	****
	12									
	13									
	14									
	15									
	16									
	17									
	18	1	100	****						
	19									
READING	20									
	21									
PROGRAM	22									
	23									
BOOK	24									
	25									
LEVEL	26									
	27						****			
TOTAL PUPILS		1						1		

PHONICS MASTERY AND SUPPORTIVE SERVICES

	NO	PCT
INITIAL CONS.	1624	36
FINAL CONS.	1509	33
BLENDS	1344	30
DIGRAPHS	1393	31
SHORT VOWELS	615	13
LONG VOWELS	1512	33
RHYME WORDS	1341	30
OTHER VOWELS	1134	25
READING SPEC.	1291	29
AIDE OR TUTOR	606	13
READ. CENTER	482	10

ABSENCES

CODE				CKPT-1 NO	PCT	MDN	CKPT-2 NO	PCT	MDN
0	IS	0= 5	DAYS	1157	30		1061	25	
1	IS	5.5=10	DAYS	716	18		701	16	
2	IS	10.5=15	DAYS	543	14	****	559	12	****
3	IS	15.5=20	DAYS	367	9		386	9	
4	IS	20.5=25	DAYS	235	6		296	7	
5	IS	25.5=30	DAYS	185	4		220	5	
6	IS	30.5=35	DAYS	124	3		195	4	
7	IS	35.5=40	DAYS	96	2		133	3	
8	IS	40.5=45	DAYS	74	1		116	2	
9	IS	45+	DAYS	319	8		560	13	

GROUP READING INVENTORY LEVEL

BOOK			CKPT-1 NO	PCT	MDN	CKPT-2 NO	PCT	MDN
01	IS	READINESS	6					
02	IS	PREPRIMER	18			6		
03	IS	PRIMER	81	3		44	2	
04	IS	BOOK 1	146	6		36	1	
05	IS	BOOK 2-1	142	5		72	3	
06	IS	BOOK 2-2	122	5		109	5	
07	IS	BOOK 3-1	109	4		95	4	
08	IS	BOOK 3-2	142	5		120	6	
09	IS	BOOK 4	246	10		164	8	
10	IS	BOOK 5	376	15	****	246	12	
11	IS	BOOK 6	351	14		342	17	****
12	IS	BOOK 7	251	10		268	13	
13	IS	BOOK 8	306	12		287	14	
14	IS	BOOK 9	85	3		195	9	
			51	2				
TOTAL PUPILS			2432			1986		

ALPHABET MASTERY

	UC	LC				
PRE MEAN	44	19	9	17	92	4
PRE S.D.	18	10	5	19	17	
TOTAL PUPILS	1815	1641	1580	2715	2710	2284
POST MEAN	55	23	10			90*
POST S.D.	11	9	5			
TOTAL PUPILS	1840	1582	1583			1*
DIFF	2		1			
	9	7	6			
TOTAL PUPILS	1144	917	924			

IOWA READ. TEST

	T0	T1
MEAN	288	41
S.D.	140	13
TOTAL PUPILS	642	103

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF RESEARCH AND EVALUATION
FIELD OPERATIONS RESEARCH
DISTRICT SUPERINTENDENT
DR. THOMAS K. MINTER
DISTRICT RESEARCH ASSOCIATE
ARNOLD ESCOURT
JE-9-3531

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NAME | I.D. NUMBER | SCORES | ROOM | GRADE | SCHOOL

HOW TO FILL IN THIS FORM CORRECTLY

1. Use lead pencils only.
2. Carefully erase all unwanted marks.
3. Fill in response positions neatly.

- ● Correct
- ⊘ Unacceptable
- ✓ Unacceptable
- ✗ Unacceptable

GRADES 1-6

Dr. Thomas K. Minter
Superintendent

Mrs. Reeda Kravinsky
Reading Project Manager

GRADES 1-6

THE DISTRICT SEVEN PUPIL R.E.A.D FORM

Designed by District 7 Reading Team

INSTRUCTIONAL PROGRAM MAJOR COMPONENT

PROGRAMMED MATERIAL
- ○ BRL
- ○ McGraw-Hill/Sullivan

BASAL
- ○ Merrill (Linguistic)
- ○ Scott Foresman
- ○ Houghton-Mifflin
- ○ Ginn 100
- ○ Ginn 360
- ○ American Book Co.
- ○ Lippincott
- ○ Other

○ Language Experience
○ Other

ORGANIZATION FOR READING INSTRUCTION (FILL IN ONE)
- ○ Self-Contained
- ○ Within Grade Cycle
- ○ Cycling Over Grades

SUPPORTIVE SERVICES
Indicate Assistance Pupil Receives Regularly

Checkpoint	1	2	3
Reading Specialist	①	②	③
Reading Aide	①	②	③
Volunteer	①	②	③

Number of times each week ① ② ③ ④ ⑤

INSTRUCTIONAL BOOK LEVELS

Ckpt-1	Ckpt-2	Ckpt-3
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨
⑩	⑩	⑩
⑪	⑪	⑪
⑫	⑫	⑫
⑬	⑬	⑬
⑭	⑭	⑭
⑮	⑮	⑮
⑯	⑯	⑯
⑰	⑰	⑰
⑱	⑱	⑱
⑲	⑲	⑲
⑳	⑳	⑳
㉑	㉑	㉑
㉒	㉒	㉒
㉓	㉓	㉓
㉔	㉔	㉔
㉕	㉕	㉕
㉖	㉖	㉖
㉗	㉗	㉗
㉘	㉘	㉘
㉙	㉙	㉙
㉚	㉚	㉚

LAST NAME - INITIAL

NEW SCHOOL 7 ● ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

NEW ROOM ⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

NEW GRADE Ⓚ ① ② ③ ④ ⑤ ⑥

GROUP READING INVENTORY
Indicate Reading Instructional Level

Checkpoint	1	3
Readiness	○	○
Pre-Primer	○	○
Primer	○	○
Book 1	○	○
Book 2-1	○	○
Book 2-2	○	○
Book 3-1	○	○
Book 3-2	○	○
Book 4	○	○
Book 5	○	○
Book 6	○	○
Book 7	○	○
Book 8	○	○

ALPHABET MASTERY
Mastery = 100%
- ○ Upper Case
- ○ Lower Case

PHONICS INVENTORY
Mastery = one error or less
Fill in mastery at each checkpoint

CONSONANTS
- ○ Initial
- ○ Final
- ○ Blends
- ○ Digraphs

VOWELS
- ○ Identification
- ○ Long
- ○ Short
- ○ Combinations

RHYMING WORDS ○

TEACHER HEADER ○ SCHOOL HEADER ○

PUPIL COMPETENCIES
Indicate highest level of Mastery at Checkpoint Three

Word Recognition Levels	①	②	③	④	⑤	⑥	⑦	⑧
	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯
Comprehension Levels	①	②	③	④	⑤	⑥	⑦	⑧
	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯
Study Skill Levels	①	②	③	④	⑤	⑥	⑦	⑧
	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯
Literature Levels	①	②	③	④	⑤	⑥	⑦	⑧
	⑨	⑩	⑪	⑫	⑬	⑭	⑮	⑯

END OF YEAR ATTENDANCE
Indicate number of days absent

0-5 ○ 15½-20 ○ 30½-35 ○ 45+ ○
5½-10 ○ 20½-25 ○ 35½-40 ○
10½-15 ○ 25½-30 ○ 40½-45 ○

WRITE ROOM NUMBER HERE:

NAME

I.D. NUMBER

SCORES

ROOM

GRADE

SCHOOL

THE

DISTRICT

SEVEN

SECONDARY

R.E.A.D

FORM

Dr. Thomas K. Minter
Superintendent

Mrs. Reeda Kravinsky
Reading Project
Manager

Arnold Escourt
District Research
Associate

TEACHER HEADER . . . ○

SCHOOL HEADER . . . . ○

Teacher's Initials

LAST NAME - INITIAL

PERIOD

GRADE (Fill in one)

HOW TO FILL IN THIS FORM CORRECTLY

CORRECT ● ● ●

UNACCEPTABLE ✗ ✓ ○

1. Use lead pencil only.
2. Carefully erase all unwanted marks.
3. Fill in circular responses neatly.
4. Make no stray marks.

PHONICS INVENTORY

Mastery = No more than one error per skill

Consonants	Vowels
○ Initial	○ Identification
○ Final	○ Long vowels
○ Blends	○ Short vowels
○ Digraphs	○ Combination

Rhyming words ○

PUPIL COMPETENCIES

Indicate Highest Level of Mastery at Checkpoint Three

Word Recognition Levels

Comprehension Levels

Study Skill Levels

Literature Levels

Group Reading Inventory

Indicate Reading Instructional Level

Checkpoint	1	3
Levels	↓	↓
one	①	①
two	②	②
three	③	③
four	④	④
five	⑤	⑤
six	⑥	⑥
seven	⑦	⑦
eight	⑧	⑧
nine	⑨	⑨
Above nine	○	○

Supportive Services

Indicate Assistance Pupil Receives Regularly

Checkpoint	1	2	3
Reading Specialist	①	②	③
Reading Aide	①	②	③
Volunteer	①	②	③

Number of times each week ① ② ③ ④ ⑤

INSTRUCTIONAL PROGRAM MAJOR COMPONENT

- ○ Multi-Media
- ○ Content Area
- ○ Literature Program
- ○ B.R.L.
- ○ Merrill
- ○ McGraw-Hill/Sullivan
- ○ Other

READING INSTRUCTION

Where is reading instruction occurring? (Fill in one)

- ○ English Class
- ○ Reading Class
- ○ School Reading Center
- ○ Off Site Center
- ○ Other

STANDARDIZED TEST ACHIEVEMENT

Indicate closest national percentage in reading comprehension and vocabulary

PERCENTILE			
Comp.		Vocab.	
○ 10		○ 10	
○ 15		○ 15	
○ 20		○ 20	
○ 30		○ 30	
○ 40		○ 40	
○ 50		○ 50	
○ 60		○ 60	
○ 70		○ 70	
○ 80		○ 80	
○ 90		○ 90	

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Figure 6

Office of Research and Evaluation
Multi-Task System
Phase I Form Preparation

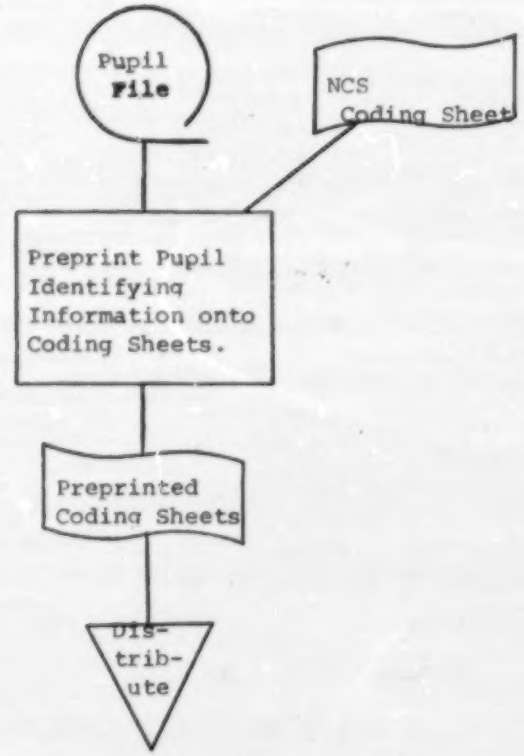

Figure 7

Office of Research and Evaluation
Multi Process System
Input Processing

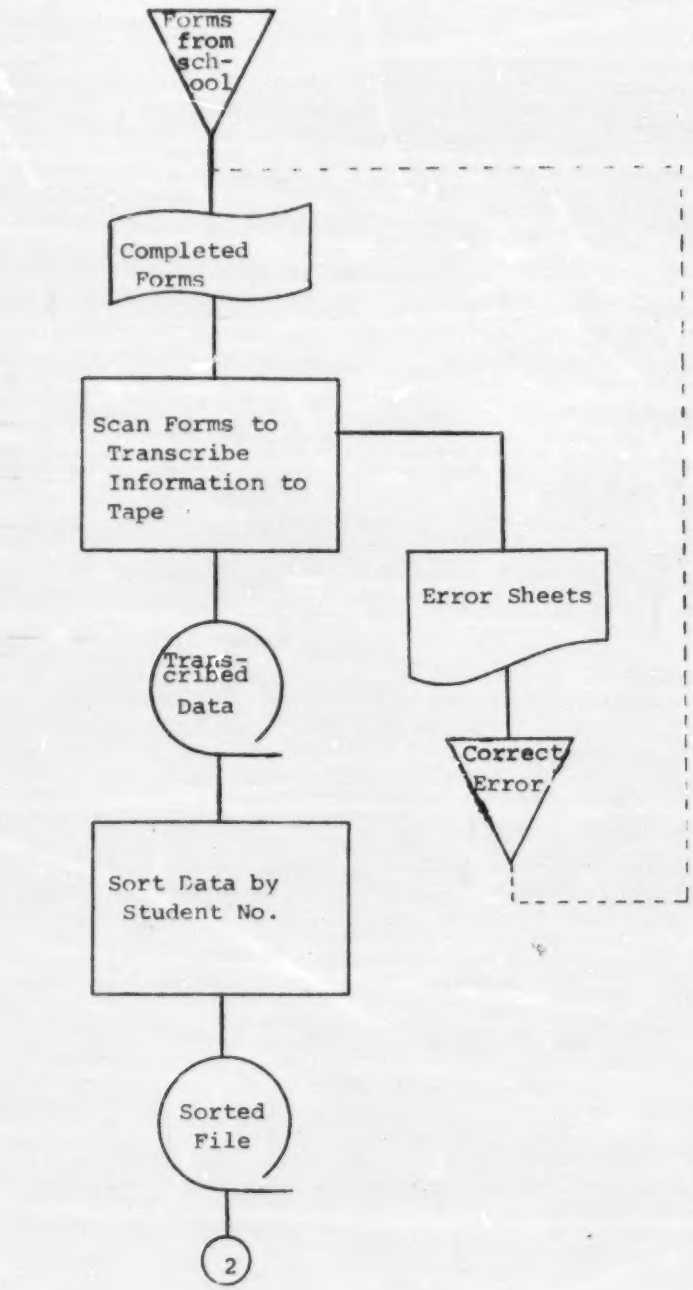

Figure 8

Input Processing-Continued

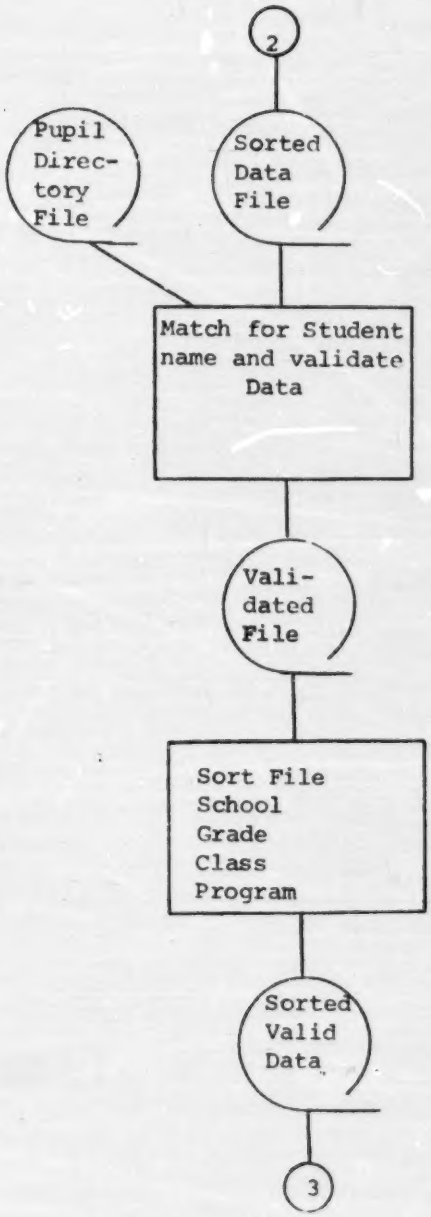

Figure 9

Input Processing - Continued

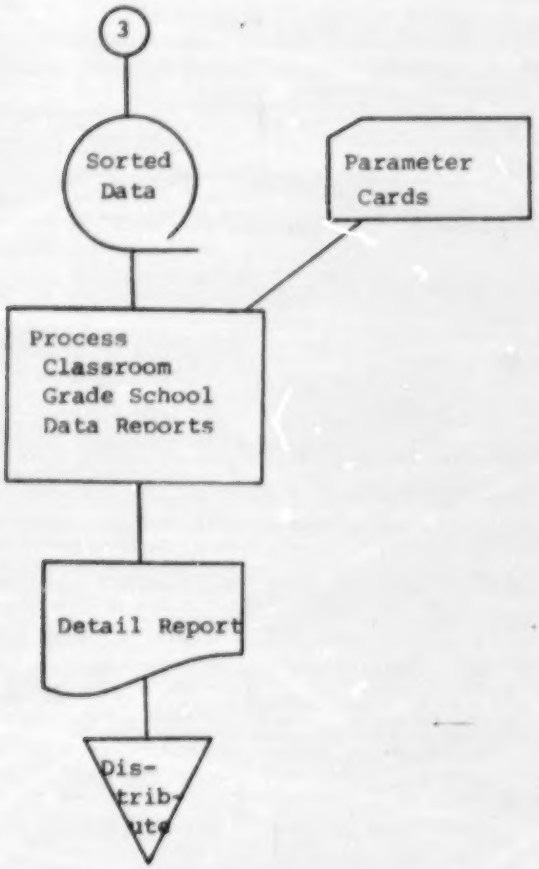

Figure 10

Input Processing-Continued